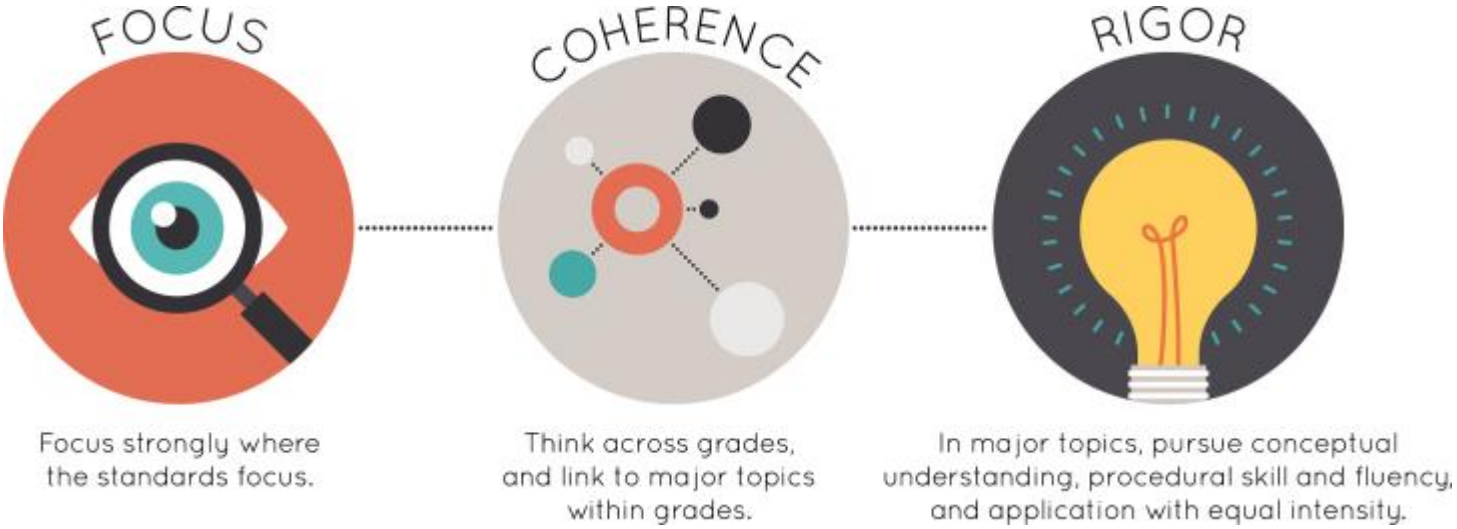
DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Review for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Strong mathematics instruction contains the following elements:



Title: **Core Connections Geometry and Algebra 2**

Grade/Course: **Geometry and Algebra 2**

Publisher: **CPM Educational Program**

Copyright: **2016**

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK

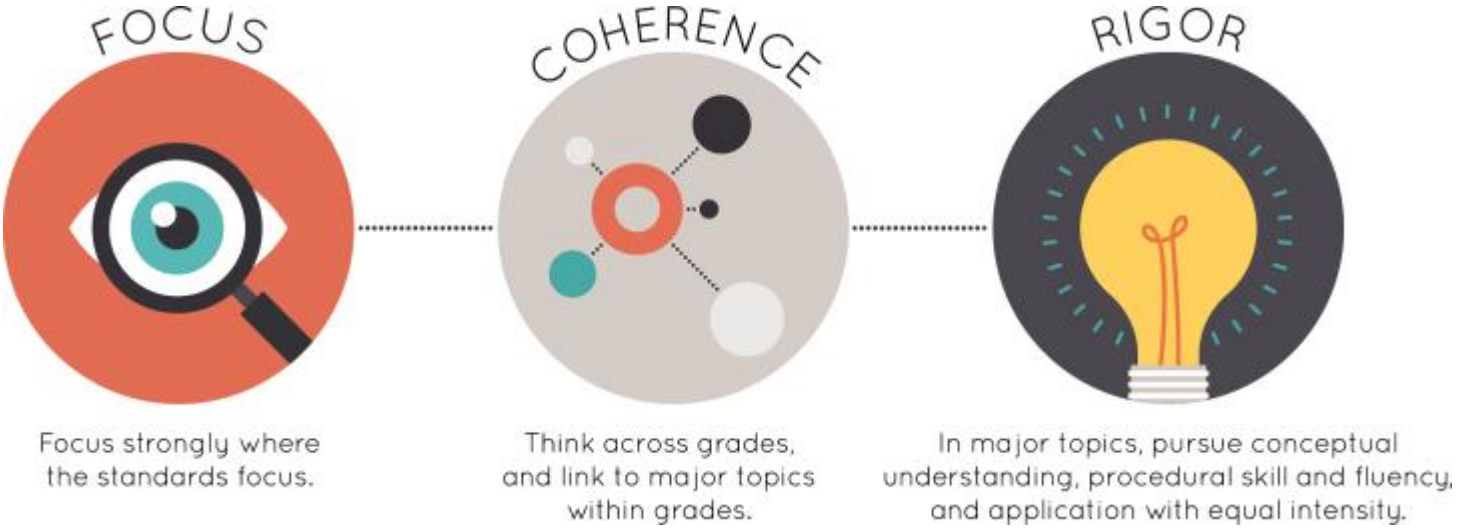
Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

Grade 10 (Tier 3) Grade 11 (Tier 3)

Strong mathematics instruction contains the following elements:



Title: **Core Connections Geometry**

Grade/Course: **Geometry**

Publisher: **CPM Educational Program**

Copyright: **2016**

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
2. Consistent, Coherent Content (Non-Negotiable)	1. Focus on Major Work (Non-Negotiable)
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	

To evaluate each set of submitted materials for alignment with the Standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a "Yes" for all indicators in Column 2 for Section I, then the materials receive a "Yes" in Column 1. If there is a "No" for any indicator in Column 2 for Section I, then the materials receive a "No" in Column 1.

For Section II, begin by reviewing the required indicators in Column 2 for each criterion. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. FOCUS ON MAJOR WORK[1]:** Students and teachers using the materials as designed devote the large majority[2] of time to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**No**	The majority of the content is not correlated to major work. Based on the Correlation of CPM Core Connections Algebra to Louisiana Student Standards for Geometry, there are 126 lessons for Chapters 1-12. 63 out of the 126 (50%) lessons are spent on priority content. For example, Chapter 2 does include priority standards GM: G-CO.C.9 and GM: G-CO.C.10, however Lessons 2.2.1-2.3.1 do not address the LSSM. Also, Chapters 10 and 11 do not include any standards of priority content. There are optional lessons in CPM Geometry. Excluding these lessons, 59 out of 95 (62%) address major work of Geometry.
	REQUIRED **1b)** In any one grade/course, instructional materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In assessment materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.	**No**	Some time is spent on standards that are not part of the Louisiana State Standards for Mathematics (LSSM) for Geometry. There are 10 lessons (10.2.3, 10.3.1-10.3.5, 6.2.4, 10.2.3, and 12.2.4) that contain correlations to standards that are not included in the coursework for Geometry. These are standards S-CP.8, S-CP-9, S-MD.6, and S-MD.7. Items from these lessons are included in the assessment materials for these lessons. Specifically, Question 7 on the Chapter 10 sample assessment requires students to use statistics and probability standards found outside of the curriculum (S-CP.7+, S-CP.9+, S-MD.6+).
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards.	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Meaningful connections are made between supporting content and major work throughout the course. For example, supporting content standard GM: G-CO.A.1 that requires students to know precise definitions of various terms is presented in conjunction with major content standards throughout the course. This happens in Lesson 1.2.5 (GM: G-CO.B.6), 2.1.1 and 2.1.2 (GM: G-CO.C.9), and 10.1.1 (GM: G-MG.A.1). Lessons 1.2.1-1.2.6 focus on

[1] For more on the major work of the grade, see Focus by Grade Level.

[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			supporting content and major work standards. In Lesson 1.2.2, the student will demonstrate comprehension of the three rigid transformations (GM: G-CO.A.4) and will predict the effect of a given rigid motion on a given figure (GM: G-CO.B.6). Additionally, in Lesson 9.2.4 the student must construct a variety of triangles (GM: G-CO.D.12) in order to prove theorems about the triangles they construct (GM: G-CO.C.9). However, it should be noted that Chapters 8-12 only address 5 of the 23 major work standards of the course (GM: G-SRT.B.5, GM: G-MG.A.3, GM: G-CO.C.9, GM: G-CO.C.10, GM: G-GPE.B.4) without any of those standards being addressed in Chapters 10 or 11, which are mostly comprised of the standards of additional work as outlined by the LSSM.
	REQUIRED **2b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.	**Yes**	Materials make natural and important connections between many of the mathematical topics covered in Geometry. These connections are meaningful and are made across domains as well as across clusters within domains. For example, Lesson 3.1.2 connects different domains by connecting the idea of congruence (GM: G-CO.A.2) and similarity (GM: G-SRT.A.2). In the same lesson, two different clusters are connected in 3-11 and 3-12 where the idea of a dilation takes a line not passing through the center of the dilation to a parallel line (GM: G-SRT.A.1a) builds to the concept that the dilation of a line segment is longer or shorter in the ratio given by the scale factor (GM: G-SRT.A.1b). Another example is found in Lesson 10.1.1 where it connects domains GM: G-MG (GM: G-MG.A.1) and GM: G-C (GM: G-CO.A.2). Students use the relationship between the arc of a circle and a radius to determine the radius and diameter of a tree. Lesson 7.2.6 connects two clusters in the Similarity, Right Triangles, and Trigonometry domain by having students examine each diagram of triangles (GM: G-SRT.B.4) and explain why the geometric figure cannot exist (GM: G-SRT.B.5).
Non-Negotiable	**REQUIRED**	**Yes**	Important mathematical ideas are developed

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.		conceptually, where appropriate. Most lessons begin with explorations that focus on conceptual understanding. For example Lessons 4.1.1 - 4.1.4 present opportunities for students to gain understanding of side ratios in right triangles that lead to the definition of trigonometric ratios for acute angles called for in GM: G-SRT.C.6. In Lesson 4.1.1 students look at patterns in slope triangles, and then in Lesson 4.1.2 students begin to develop the definitions for sine and cosine. Lesson 4.1.4 assists students in developing the definition for the tangent ratio. This progression leads to a greater conceptual understanding than simply presenting the definitions for the ratios as something for students to memorize. Another example can be found in Lesson 6.1.2, which develops the standards GM: G-CO.B.7 and GM: G-SRT.B.5. Both standards include the explicit component of conceptual understanding as a component of rigor for the standard. The lesson leads the student through opportunities to argue conceptually the conditions for two figures to be similar or congruent. Another example of the development of conceptual understanding can be found in Lesson 10.1.1 where the student must develop the understanding of the parts of a circle and the relationships between them (GM: G-CO.A.1, GM: G-C.A.2).
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	The materials provide sufficient opportunities for students to develop procedural skills required by the standards. Every lesson has a Review & Preview section and each chapter closure focuses on Procedural Skill. Additionally Lesson 7.3.2 covers three standards that exclusively focus on the procedural component of rigor. The lesson provides sufficient practice to allow the student to develop procedural skill in using coordinates to prove geometric theorems (GM: G-GPE.B.4), finding midpoint (GM: G-GPE.B.6), and finding the perimeters of polygons (GM: G-GPE.B.7). It should be noted that while there is enough procedural skill throughout an entire unit or even in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			other units, there is not always adequate practice solely in the lesson where the standard is addressed. For example standard GM: G-CO.B.6 requires students to transform figures, predict the effect of a given rigid motion, and use definition of congruence to decide if figures are congruent. Lessons 1.2.1-1.2.6, 6.1.1-6.1.3, and 6.2.5 are specifically correlated to this standard but give no problems where students actually are required to "transform, predict and decide" if figures are congruent. There are exercises introducing students to the various transformations (translations, reflections, and rotations) but the concept of congruence is not discussed, and not practiced by the students in these lessons.
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials allow opportunities for students to engage in application. For example, Lesson 7.1.3, standard GM: G-MG.A.3, which has an explicit expectation of application, is integrated throughout the lesson with multiple application problems for students to work through. Students will be required to determine the best place to put a speaker using the least amount of wire. In addition, students will determine a method to bounce a pool ball off of a rail into a specific pocket on a billiards table. While the next examples of application are present in the Geometry course, there are not enough opportunities for students to independently engage in application. For example standard GM: G-SRT.C.8 requires use of trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. Lessons 2.3.2, 4.1.4, 4.1.5, 5.1.1, 5.2.1, 5.2.2, 5.3.1, and 5.3.5 are specifically correlated to this standard but the lessons combined provide only ten application problems that require students to use trigonometric ratios and/or the Pythagorean Theorem to solve. Additionally, standard GM: G-MG.A.2 is a major content standard that requires students to apply concepts of density in modeling situations. There are only five problems in Unit 9 that provide

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			application situations for students to meet this standard.
	REQUIRED **3d)** ***Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**Yes**	The course materials provide opportunities for students to meet the rigor required by the standards sometimes together, and sometimes separately. For example, in Chapter 7 students are working with Quadrilaterals and Proofs and given opportunities to master these procedural skills, as required in GM: G-CO.C.11 (Lessons 7.2.1 - 7.2.6), GM: G-GPE.B.4, GM: G-GPE.B.5, GM: G-GPE.B.6, and GM: GPEB.7 (Lessons 7.3.1 - 7.3.3). Students are required to explore, make a conjecture, and prove given different tools in Lessons 7.2.1 and 7.2.2, that solidify the students' conceptual understanding of GM: G-CO.C.11. The application component of rigor is appropriately placed in lessons where it is called for by the standards. The lessons focused on GM: G-CO.C.11 have little to no application, which is appropriate for the standard. However, Lesson 7.1.3 is all application as it applies to GM: G-MG.A.3. The lesson has all application with little procedural skill in the lesson. The closure for the chapter includes all three components of rigor while throughout the chapter, the components of rigor were treated separately where appropriate.
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. ☒ Yes ☐ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the content standards of the grade/course; practices strengthen the focus on the content standards instead of detracting from them, in both teacher and student materials.	**Yes**	All lessons have Mathematical Practices listed in the Teacher Notes for the lessons. Throughout the materials, the Mathematical Practices are in many of the exploration lessons at the beginning of most lessons. In a number of the lessons, multiple Mathematical Practices are fully attended to by the student work. They have to justify their reasoning, construct viable arguments, persevere in their work, and more. For example, MP 2 provides that students will reason abstractly and quantitatively. This course generally presents content in contexts first, in order to help students make sense of otherwise abstract principles. This is evident in Lesson 2.1.1, which begins a unit of study on various angle measures, their properties, and the relationships between these types of angles. The introduction of the lesson involves having students think through a situation

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with a mirror and a reflection, something that is very common. Another example comes from MP 5, which expects students to use appropriate tools strategically. The course is designed for students to have access to several tools such as rulers, scissors, and tracing paper. Students are encouraged to use whatever tools they would like to use to solve problems. This happens in Lesson 7.1.3 where students are given a task to determine the best location for speakers to minimize wire. Students can use any of the tools at their disposal to solve the problem. Every chapter has a Closure that includes a section entitled, "Evidence of Mathematical Proficiency" and "What Have I Learned?" There are questions listed there that reflect the Mathematical Practices. In the "Evidence of Mathematical Proficiency" section of chapters 3, 7 and 11, the student is asked to make specific connections between the Mathematical Practices and the content from the chapter. Additionally, each of the guiding questions at the beginning of the chapters reflect one of the Mathematical Practice Standards. For example, the guiding question for Chapter 2 states, "Mathematically proficient students construct viable arguments and critique the reasoning of others..." which directly reflects MP3.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards.	**REQUIRED** **5a)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	reorganized and extended to accommodate the new knowledge.		
	5c) Materials base content progressions on the progressions in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Materials attend to the full meaning of each practice standard. Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6c) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **7. INDICATORS OF QUALITY:**	**REQUIRED** **7a)** There is variety in what students produce. For	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	REQUIRED **7b)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 7. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-Negotiables	1. Focus on Major Work	**No**	The Correlation of CPM Core Connections Geometry to Louisiana Student Standards for Geometry indicates 50% of the time is spent on the major content of Geometry. If the optional lessons are taken out, 62% of the time is spent on the major content of Geometry. There is material on assessments that goes beyond the scope of the LSSM for Geometry.
	2. Consistent, Coherent Content	**Yes**	Meaningful connections are made between supporting content and major work for Geometry. Materials make natural and important connections across domains as well as across clusters within domains
	3. Rigor and Balance	**Yes**	All three aspects (Conceptual, Fluency, and Application) are present and meaningful to the coursework in Geometry. The components of rigor are also balanced throughout the materials.
	4. Focus and Coherence via Practice Standards	**Yes**	The Mathematical Practice Standards are being utilized throughout the materials. The teacher guide explicitly gives which MP's are being used in each lesson.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

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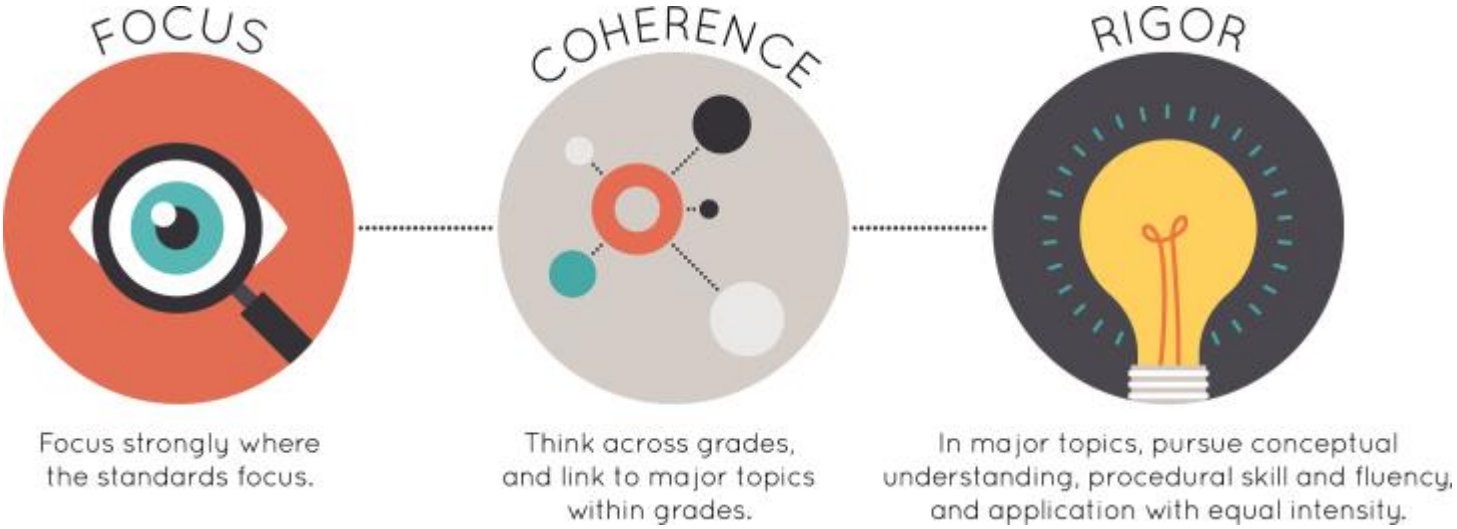

Title: **Core Connections Algebra 2**

Grade/Course: **Algebra 2**

Publisher: **CPM Educational Program**

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Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
2. Consistent, Coherent Content (Non-Negotiable)	1. Focus on Major Work (Non-Negotiable)
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	

To evaluate each set of submitted materials for alignment with the Standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a "Yes" for all indicators in Column 2 for Section I, then the materials receive a "Yes" in Column 1. If there is a "No" for any indicator in Column 2 for Section I, then the materials receive a "No" in Column 1.

For Section II, begin by reviewing the required indicators in Column 2 for each criterion. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.			
Non-Negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**No**	The majority of the content is not correlated to major work. Based on the Correlation of CPM Core Connections Algebra to Louisiana Student Standards for Algebra 2, there are 101 lessons for Chapters 1-12, including the two optional Lessons 5.2.5 and 12.2.3. 37 out of the 101 (37%) lessons are spent on priority content. Chapter 6 includes only one priority standard (A2: F-BF.A.1b) and Chapters 7 and 12 feature no major work of Algebra 2.
	REQUIRED **1b)** In any one grade/course, instructional materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In assessment materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.	**No**	Some time is spent on standards that are not part of the Louisiana State Standards for Mathematics (LSSM) for Algebra 2. There are 25 lessons (1.1.1, 2.1.1, 3.2.1-3.2.5, 4.1.4, 4.2.1-4.2.3, 6.1.1-6.1.5, 10.1.1-10.1.3, 10.2.2, 11.2.4, 12.2.2, 12.2.3) that contain correlations to standards that are not included in the coursework for Algebra 2. These are standards A.CED.2, A.CED.3, A.SSE.1b, A.APR.1, A.APR.7, F.IF.5, S.MD.6, S.MD.7, F.TF.6, and F.TF.9. For example, the lessons in Chapter 3, Section 2 explore rational functions, including graphing, simplifying, adding and subtracting. More specifically, Lesson 11.2.4 features standards S-MD.6+ and S-MD.7+. Also, Lessons 12.1.1, 12.1.2, and 12.2.2 feature standards F–TF.6+ and F-TF.9+. These standards are outside of the Algebra 2 curriculum and are not marked as optional in the curriculum. Lesson 12.2.3 emphasizes standards F–TF.6+ and F-TF.9+, but is marked as optional. In assessment materials, there should not be any components that make students or teachers responsible for any topic outside of the course. However, there are several assessments that include standards outside of the Louisiana State Standards for Mathematics. For example, on the Chapter 3

[3] For more on the major work of the grade, see Focus by Grade Level.
[4] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			individual test number 3 asks the students to simplify a rational expression, which is not in the scope of Algebra 2. That skill is represented by HSA.APR.7+. Another example can be found in the Chapter 12 individual test where number 8 asks the student to prove the addition problem is an identity. This skill reflects the HSF.TF.C.9+ and is not within the scope of LSSM for Algebra 2.
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Meaningful connections are made between supporting content and major work throughout Algebra 2, where major work is present. For example, in Lesson 2.1.5 students must determine what kind of equation would best model the situation of a jumping jackrabbit (reflecting the supporting standard A2: N-Q.A.2) and then come up with a strategy to find a value a based on the scenario (reflecting major work standard A2: F-BF.A.1a). Lesson 11.2.1 leads the students to work in teams to use a graphing calculator or eTool to run simulations based on the number of students who do and do not support a dance (reflecting supporting standard A2: S-IC.A.1). Then students must predict the proportion of all the students at their high school that support the dance and give the margin of error (reflecting major work standard A2: S-IC.B.4). Another example occurs in Lesson 10.3.2, which is a lesson on "The number e." It is aligned with major content standard A2: A-SSE.A.2, which involves using the structure of expressions to identify ways to re-write it. The supporting content standard, A2: F.IF.C.8b provides for students using properties of exponents to interpret exponential functions. The lesson presents a task where students re-write an expression representing compounding interest using various formulas and the Binomial Theorem. It needs to be noted that there are large gaps in the curriculum where major work is not covered in Algebra 2. For example, according to the Correlation of CPM Core Connections Algebra 2 to Louisiana Content Standards for Algebra 2, Lessons 3.2.1-3.2.5

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			do not cover any standard of the LSSM. Additionally, Lessons 5.1.1-5.2.2, 6.1.1-6.2.2 and all of Chapters 7 and 12 do not cover any major work standard required of the LSSM.
	REQUIRED **2b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.	**Yes**	Materials make natural and important connections between many of the mathematical topics covered in Algebra 2. These connections are meaningful and are made across domains as well as across clusters within domains. For example, in Lesson 4.1.1 important connections between clusters are made when students are asked to solve quadratic equations by inspection (A2: A-REI.B.4b), connecting the equations to a graph. The lesson then goes on to lead students to explain the steps in solving an equation (A2: A-REI.A.1). In Lesson 8.3.2 major content from the Seeing Structure in Equations cluster of the Algebra conceptual category is connected with content from the Arithmetic with Polynomials cluster. An example of important connections between domains is present in Lesson 8.1.1 in problem 8-3. The student must use a polynomial to sketch the shape of its graph (A2: A-APR.B.3) and then go on to label the x-intercepts and describe the graph before the first x-intercept, between x-intercepts, and after the last x-intercept (A2: F-IF.B.4). Lesson 10.3.2 connects the algebra and function conceptual categories as students explore the number e using standards A2: A-SSE.A.2, A2: F-IF.C.8b, and A2: F-LE.A.4.
Non-Negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.	**REQUIRED** **3a)** ***Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.	**Yes**	Important mathematical ideas are developed conceptually, where appropriate. For example, Lesson 2.1.3 includes three standards that require the explicit component of conceptual understanding. Within that lesson, students must explore which parameter affects the orientation of a parabola (A2: F-BF.B.3). Also, Lesson 4.1.1 introduces the concept of solving "challenging equations" using strategies that they have previously developed. Instead of simply giving example problems and showing step-by-step solutions, the lesson presents various types of equations to solve (including radical and rational, as

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No			provided for in A2: A-REI.A.2) and encourages students to think through possible methods. This helps to foster a conceptual understanding, not just procedural skill. Another example can be found in Lesson 8.1.1 where all three LSSM standards represented are heavy in conceptual knowledge. Section 8-2 presents the student with a polynomial function investigation (A2: F-IF.B.4). It then leads the student through additional "Discussion Points" and "Further Guidance" sections to examine polynomial equations conceptually (A2: A-APR.B.3). Lastly, Lesson 9.1.2 has students investigate "randomness." This correlates with A2: S-IC.B.3 where students must recognize the purposes and differences in sample surveys, experiments, and observational studies and explain how randomization relates to each. The lesson provides for collaborative work among groups of students where they will understand the meaning of randomization and the importance of the selection of a random sample. The presentation is focused more on student discovery rather than teacher lecture, or direct instruction. This will provide for a greater level of student understanding.
	REQUIRED **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	The materials provide sufficient opportunities for students to develop procedural skills required by the standards. Every lesson has a Review and Preview section that focuses on Procedural Skill. Lesson 4.1.1 is procedural in solving equations (A2: A-REI.A.2) in Section 4-4 and is found in the Review & Preview section of the lesson. In Lesson 4.1.2 (sections 4-15 through 4-20) procedural skill is required along with the conceptual understanding of solving equations (A2: A-REI.A.2) and finding x-coordinates where two functions intersect on the graph (A2: A-REI.D.11). Again, this extends to the Review & Preview section of Lesson 4.1.2 as well. In Chapter 5, every lesson includes a standard that requires procedural skill according to the LSSM. Each lesson includes procedural skills within the conceptual questions posed by the lesson and in the Review & Preview sections of the lessons. For example, Lesson 5.1.1,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Section 5-3 leads the student through the conceptual understanding of how to "undo" a function, 5-4 has procedural steps the student must work through and 5-5 has the student practice the procedure of finding the inverse (A2: F-BF.B.4a). Another example is found in Lesson 11.1.3, which focuses on A2: S-IC.B.4, which has an explicit expectation of procedural skill and fluency. The students are required to calculate the sample of blue candies to create a sampling distribution with their peers. While there are procedural skills found in Algebra 2, there is not always enough individual practice to fully attain mastery of the procedural skill. For example, the major content standard A2: A-APR.B.2 requires students to "know and apply the Remainder Theorem." Lessons 8.3.1-8.3.3 is correlated to the major content standard, but nowhere in any of the three lessons is the term "Remainder Theorem" mentioned. Students have no problems that require them to divide a polynomial and make the connection between the dividend, the remainder, and the binomial factor. Another example is major content standard A2: F-IF.B.6. There are no lessons are listed as correlated to this standard, but there are 4 problems listed as correlated: 1-112, 3-36, 3-55, and 6-28. Upon further inspection, only 2 of these problems, 3-36 and 6-28, actually meet the rigor of the standard and require the student to "calculate and interpret the average rate of change of a function over a specified interval."
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in	**Yes**	Materials allow opportunities for students to engage in application. There are some examples of major content that specifically requires the application component of rigor, where instruction is consistently presented with real life contexts. One such example occurs with standard A2: S-IC.B.4 in Lessons 9.3.2 and 11.1.3. Students are presented with real data and use the data to estimate population means and develop margins of error.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.		Another example occurs in Lesson 10.2.1 for A2: A-SSE.B.4. Students work to determine how to choose between different lottery payout options. There are also three other real-life application problems students solve using the formula for the sum of a finite geometric series. All the problems in this lesson are "non-routine" and engaging to students. Although there are some application problems throughout the lessons, the lessons that include standards where application is an explicit component of rigor, don't include "ample practice" within the lesson for individual engagement with application. For example, Lessons 6.2.3 and 6.2.4 include Standards A2: F-BF.A.1b and A2: S-ID.B.6a which require application as a component of rigor. Lesson 6.2.3 opens with an application problem (6-123) where the student must find the equation for an exponential function using data (A2: S-ID.B.6a). However, problems 6-124 - 6-126 do not meet the requirements of application as the problems can be solved without the real-world context. Additionally, the Chapter 6 assessment only includes one application problem found in number 6 where the student must create an exponential function that will model the growth of a company (A2: S-ID.B.6a).
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**Yes**	The three components of rigor are not always treated together, and not always treated separately. There are examples of lessons that focus on single components of rigor, as well as lessons that satisfy all three components. For example, Lesson 3.1.1 is aligned to A2: A-SSE.A.2, which is a standard requiring conceptual understanding. The lesson begins with students first working with tile patterns to develop the concept of equivalent expressions. There are no application or procedural problems in this lesson. A2: S-IC.B.5 has all three components of rigor and is addressed in Chapter 11, section 2. Students must use data from randomized experiments, compare two treatments, use simulations and make decisions regarding significant differences. Students are presented with data from

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			meaningful, real-life situations that allow for instruction through application. They use a math-learning log to track and develop their conceptual understanding. The Math Notes section outlines processes that require procedural skill.
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. ☒ Yes ☐ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the content standards of the grade/course; practices strengthen the focus on the content standards instead of detracting from them, in both teacher and student materials.	**Yes**	All lessons have Mathematical Practices listed in the Teacher Notes for the lessons. Throughout the materials, the Mathematical Practices are in many of the exploration lessons at the beginning of most lessons. In a number of the lessons, multiple Mathematical Practices are fully attended to by the student work. They have to justify their reasoning, construct viable arguments, persevere in their work, and more. MP.1 is evident in the presentation of the realistic problems present in each lesson. This deviates from the traditional model of "word problems at the end of the lesson." Instead, most content is introduced with application problems. Students will develop the ability to make sense of problems and persevere in solving them. For example, Lesson 2.1.2 and 2.1.3 center around the exploration of parabolas in the Algebra and Functions conceptual categories. Students are presented with content in rich, real-world problem-solving situations. Additionally, MP.3 is evident in the process whereby students work throughout the course in teams - contributing, listening, critiquing each other, etc. For example, in Lesson 8.3.1, students work in teams to investigate a polynomial division, using "polydoku" (like Sudoku puzzles) working in the Arithmetic with Polynomials domain. This activity will require students to make claims and critique the claims of others. Throughout each chapter, students are given guiding questions to facilitate the implementation of the mathematical practice standards in a way that will enhance the learning of the content standards. For example, Chapter 2 states that "mathematically proficient students model with mathematics (MP.4)." Chapter 2 features the guiding question "how can I model this everyday situation with

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			mathematics?" This is in addition, Chapter 8 states "mathematically proficient students reason abstractly and quantitatively (MP.2)." Chapter 8 features the guiding question "How can the degree of a polynomial help me determine the nature of its graph or a possible equation?" In the "Evidence of Mathematical Proficiency" section of Chapters 2, 6, and 10, the student is asked to make specific connections between the Mathematical Practices and the content from the chapter.
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5c) Materials base content progressions on the progressions in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Materials attend to the full meaning of each practice standard. Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6c) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6d) Materials explicitly attend to the specialized language of mathematics.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
Additional Criterion **7. INDICATORS OF QUALITY:** Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED **7b)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.		
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7f) Materials support the uses of technology as called for in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.

Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.

Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

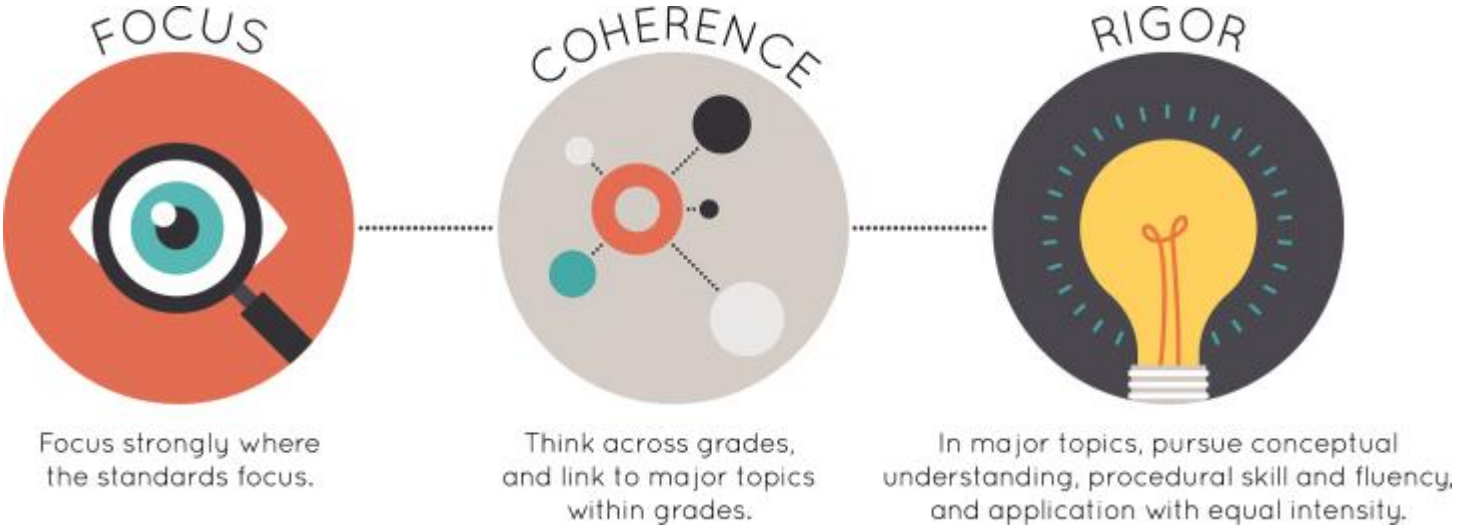
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work	**No**	The Correlation of CPM Core Connections Algebra 2 to Louisiana Student Standards for Algebra 2 indicates 37% of the time is spent on the major content of Algebra 2. There is material on assessments that goes beyond the scope of the LSSM for Algebra 2.
	2. Consistent, Coherent Content	**Yes**	Meaningful connections are made between supporting content and major work for Algebra 2. Materials make natural and important connections across domains as well as across clusters within

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			domains.
	3. Rigor and Balance	**Yes**	All three aspects (Conceptual, Fluency, and Application) are present and meaningful to the coursework in Algebra 2. The components of rigor are also balanced throughout the materials.
	4. Focus and Coherence via Practice Standards	**Yes**	The Mathematical Practice Standards are being utilized throughout the materials. The teacher guide explicitly gives which MP's are being used in each lesson.
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	7. Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**			

Appendix I.

Publisher Response

Strong mathematics instruction contains the following elements:



Title: **Core Connections Geometry and Algebra 2**

Grade/Course: **Geometry and Algebra 2**

Publisher: **CPM Educational Program**

Copyright: **2016**

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK

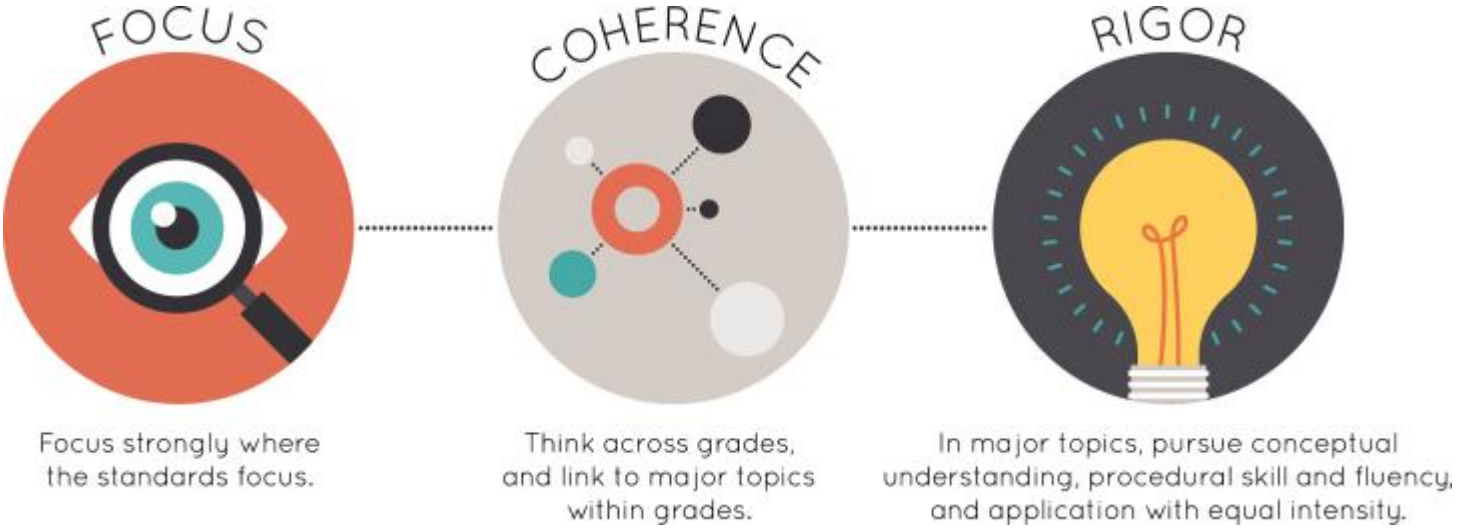
Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

Grade 10 (Tier 3) Grade 11 (Tier 3)

Strong mathematics instruction contains the following elements:



Title: **Core Connections Geometry**

Grade/Course: **Geometry**

Publisher: **CPM Educational Program**

Copyright: **2016**

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
2. Consistent, Coherent Content (Non-Negotiable)	1. Focus on Major Work (Non-Negotiable)
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	

To evaluate each set of submitted materials for alignment with the Standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a "Yes" for all indicators in Column 2 for Section I, then the materials receive a "Yes" in Column 1. If there is a "No" for any indicator in Column 2 for Section I, then the materials receive a "No" in Column 1.

For Section II, begin by reviewing the required indicators in Column 2 for each criterion. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.				
Non-Negotiable **1. FOCUS ON MAJOR WORK[1]:** Students and teachers using the materials as designed devote the large majority[2] of time to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**No**	The majority of the content is not correlated to major work. Based on the Correlation of CPM Core Connections Algebra to Louisiana Student Standards for Geometry, there are 126 lessons for Chapters 1-12. 63 out of the 126 (50%) lessons are spent on priority content. For example, Chapter 2 does include priority standards GM: G-CO.C.9 and GM: G-CO.C.10, however Lessons 2.2.1-2.3.1 do not address the LSSM. Also, Chapters 10 and 11 do not include any standards of priority content. There are optional lessons in CPM Geometry. Excluding these lessons, 59 out of 95 (62%) address major work of Geometry.	CPM's Core Connections series is one of the few curriculum programs found to be 100% aligned to the entire CCSS by EdReports.org in their independent reviews http://www.edreports.org/math/reports/compare.html?level=hs. Louisiana contacted CPM several times asking us to submit our CCSS-aligned Core Connections series for review. However, in the time between the first request and our submission, Louisiana adopted new standards for each grade level which differ from the Appendix A pathway of the CCSS standards. Additionally, the Louisiana standards have identified a different emphasis for the major work of the courses. Therefore, CPM's CCSS Geometry and Algebra 2 Appendix A aligned courses do not spend 65% of the course time on the Louisiana emphasis of the CCSS standards. Louisiana teachers wishing to use the curriculum will need to plan their lessons to spend their time on the appropriate focus standards.
	REQUIRED **1b)** In any one grade/course, instructional materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In assessment materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.	**No**	Some time is spent on standards that are not part of the Louisiana State Standards for Mathematics (LSSM) for Geometry. There are 10 lessons (10.2.3, 10.3.1-10.3.5, 6.2.4, 10.2.3, and 12.2.4) that contain correlations to standards that are not included in the coursework for Geometry. These are standards S-CP.8, S-CP-9, S-MD.6, and S-MD.7. Items from these lessons are included in the assessment materials for these lessons. Specifically, Question 7 on the Chapter 10 sample assessment requires students to use statistics and probability standards found outside of the curriculum (S-CP.7+, S-CP.9+, S-MD.6+).	CPM's Core Connections series is one of the few curriculum programs found to be 100% aligned to the entire CCSS by EdReports.org in their independent reviews http://www.edreports.org/math/reports/compare.html?level=hs. Louisiana contacted CPM several times asking us to submit our CCSS-aligned Core Connections series for review. However, in the time between the first request and our submission, Louisiana adopted new standards for each grade level which differ from the Appendix A pathway of the CCSS standards. Additionally, the Louisiana standards have identified a different emphasis for the major work of the courses. Therefore, CPM's

[1] For more on the major work of the grade, see Focus by Grade Level.

[2] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				CCSS Geometry and Algebra 2 Appendix A aligned courses do not spend 65% of the course time on the Louisiana emphasis of the CCSS standards. Louisiana teachers wishing to use the curriculum will need to plan their lessons to spend their time on the appropriate focus standards.
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Meaningful connections are made between supporting content and major work throughout the course. For example, supporting content standard GM: G-CO.A.1 that requires students to know precise definitions of various terms is presented in conjunction with major content standards throughout the course. This happens in Lesson 1.2.5 (GM: G-CO.B.6), 2.1.1 and 2.1.2 (GM: G-CO.C.9), and 10.1.1 (GM: G-MG.A.1). Lessons 1.2.1-1.2.6 focus on supporting content and major work standards. In Lesson 1.2.2, the student will demonstrate comprehension of the three rigid transformations (GM: G-CO.A.4) and will predict the effect of a given rigid motion on a given figure (GM: G-CO.B.6). Additionally, in Lesson 9.2.4 the student must construct a variety of triangles (GM: G-CO.D.12) in order to prove theorems about the triangles they construct (GM: G-CO.C.9). However, it should be noted that Chapters 8-12 only address 5 of the 23 major work standards of the course (GM: G-SRT.B.5, GM: G-MG.A.3, GM: G-CO.C.9, GM: G-CO.C.10, GM: G-GPE.B.4) without any of those standards being addressed in Chapters 10 or 11, which are mostly comprised of the standards of additional work as outlined by the LSSM.	
	REQUIRED **2b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.	**Yes**	Materials make natural and important connections between many of the mathematical topics covered in Geometry. These connections are meaningful and are made across domains as well as across clusters within domains. For example, Lesson 3.1.2 connects different domains by connecting the idea of congruence (GM: G-CO.A.2) and similarity (GM: G-SRT.A.2). In the same lesson, two different clusters	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			are connected in 3-11 and 3-12 where the idea of a dilation takes a line not passing through the center of the dilation to a parallel line (GM: G-SRT.A.1a) builds to the concept that the dilation of a line segment is longer or shorter in the ratio given by the scale factor (GM: G-SRT.A.1b). Another example is found in Lesson 10.1.1 where it connects domains GM: G-MG (GM: G-MG.A.1) and GM: G-C (GM: G-CO.A.2). Students use the relationship between the arc of a circle and a radius to determine the radius and diameter of a tree. Lesson 7.2.6 connects two clusters in the Similarity, Right Triangles, and Trigonometry domain by having students examine each diagram of triangles (GM: G-SRT.B.4) and explain why the geometric figure cannot exist (GM: G-SRT.B.5).	
Non-Negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**REQUIRED** **3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.	**Yes**	Important mathematical ideas are developed conceptually, where appropriate. Most lessons begin with explorations that focus on conceptual understanding. For example Lessons 4.1.1 - 4.1.4 present opportunities for students to gain understanding of side ratios in right triangles that lead to the definition of trigonometric ratios for acute angles called for in GM: G-SRT.C.6. In Lesson 4.1.1 students look at patterns in slope triangles, and then in Lesson 4.1.2 students begin to develop the definitions for sine and cosine. Lesson 4.1.4 assists students in developing the definition for the tangent ratio. This progression leads to a greater conceptual understanding than simply presenting the definitions for the ratios as something for students to memorize. Another example can be found in Lesson 6.1.2, which develops the standards GM: G-CO.B.7 and GM: G-SRT.B.5. Both standards include the explicit component of conceptual understanding as a component of rigor for the standard. The lesson leads the student through opportunities to argue conceptually the conditions for two figures to be similar or congruent. Another example of the development of conceptual understanding can be found in Lesson 10.1.1 where the student must develop the understanding of the	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			parts of a circle and the relationships between them (GM: G-CO.A.1, GM: G-C.A.2).	
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	The materials provide sufficient opportunities for students to develop procedural skills required by the standards. Every lesson has a Review & Preview section and each chapter closure focuses on Procedural Skill. Additionally Lesson 7.3.2 covers three standards that exclusively focus on the procedural component of rigor. The lesson provides sufficient practice to allow the student to develop procedural skill in using coordinates to prove geometric theorems (GM: G-GPE.B.4), finding midpoint (GM: G-GPE.B.6), and finding the perimeters of polygons (GM: G-GPE.B.7). It should be noted that while there is enough procedural skill throughout an entire unit or even in other units, there is not always adequate practice solely in the lesson where the standard is addressed. For example standard GM: G-CO.B.6 requires students to transform figures, predict the effect of a given rigid motion, and use definition of congruence to decide if figures are congruent. Lessons 1.2.1-1.2.6, 6.1.1-6.1.3, and 6.2.5 are specifically correlated to this standard but give no problems where students actually are required to “transform, predict and decide” if figures are congruent. There are exercises introducing students to the various transformations (translations, reflections, and rotations) but the concept of congruence is not discussed, and not practiced by the students in these lessons.	
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in	**Yes**	Materials allow opportunities for students to engage in application. For example, Lesson 7.1.3, standard GM: G-MG.A.3, which has an explicit expectation of application, is integrated throughout the lesson with multiple application problems for students to work through. Students will be required to determine the best place to put a speaker using the least amount of wire. In addition, students will determine a method to bounce a pool ball off of a rail into a specific pocket on a billiards table.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.		While the next examples of application are present in the Geometry course, there are not enough opportunities for students to independently engage in application. For example standard GM: G-SRT.C.8 requires use of trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. Lessons 2.3.2, 4.1.4, 4.1.5, 5.1.1, 5.2.1, 5.2.2, 5.3.1, and 5.3.5 are specifically correlated to this standard but the lessons combined provide only ten application problems that require students to use trigonometric ratios and/or the Pythagorean Theorem to solve. Additionally, standard GM: G-MG.A.2 is a major content standard that requires students to apply concepts of density in modeling situations. There are only five problems in Unit 9 that provide application situations for students to meet this standard.	
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**Yes**	The course materials provide opportunities for students to meet the rigor required by the standards sometimes together, and sometimes separately. For example, in Chapter 7 students are working with Quadrilaterals and Proofs and given opportunities to master these procedural skills, as required in GM: G-CO.C.11 (Lessons 7.2.1 - 7.2.6), GM: G-GPE.B.4, GM: G-GPE.B.5, GM: G-GPE.B.6, and GM: GPEB.7 (Lessons 7.3.1 - 7.3.3). Students are required to explore, make a conjecture, and prove given different tools in Lessons 7.2.1 and 7.2.2, that solidify the students' conceptual understanding of GM: G-CO.C.11. The application component of rigor is appropriately placed in lessons where it is called for by the standards. The lessons focused on GM: G-CO.C.11 have little to no application, which is appropriate for the standard. However, Lesson 7.1.3 is all application as it applies to GM: G-MG.A.3. The lesson has all application with little procedural skill in the lesson. The closure for the chapter includes all three components of rigor while throughout the chapter, the components of rigor were treated separately where appropriate.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. ☒ Yes ☐ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the content standards of the grade/course; practices strengthen the focus on the content standards instead of detracting from them, in both teacher and student materials.	**Yes**	All lessons have Mathematical Practices listed in the Teacher Notes for the lessons. Throughout the materials, the Mathematical Practices are in many of the exploration lessons at the beginning of most lessons. In a number of the lessons, multiple Mathematical Practices are fully attended to by the student work. They have to justify their reasoning, construct viable arguments, persevere in their work, and more. For example, MP 2 provides that students will reason abstractly and quantitatively. This course generally presents content in contexts first, in order to help students make sense of otherwise abstract principles. This is evident in Lesson 2.1.1, which begins a unit of study on various angle measures, their properties, and the relationships between these types of angles. The introduction of the lesson involves having students think through a situation with a mirror and a reflection, something that is very common. Another example comes from MP 5, which expects students to use appropriate tools strategically. The course is designed for students to have access to several tools such as rulers, scissors, and tracing paper. Students are encouraged to use whatever tools they would like to use to solve problems. This happens in Lesson 7.1.3 where students are given a task to determine the best location for speakers to minimize wire. Students can use any of the tools at their disposal to solve the problem. Every chapter has a Closure that includes a section entitled, “Evidence of Mathematical Proficiency” and “What Have I Learned?” There are questions listed there that reflect the Mathematical Practices. In the “Evidence of Mathematical Proficiency” section of chapters 3, 7 and 11, the student is asked to make specific connections between the Mathematical Practices and the content from the chapter. Additionally, each of the guiding questions at the beginning of the chapters reflect one of the Mathematical Practice Standards. For example, the guiding question for Chapter 2 states, “Mathematically proficient students construct viable	

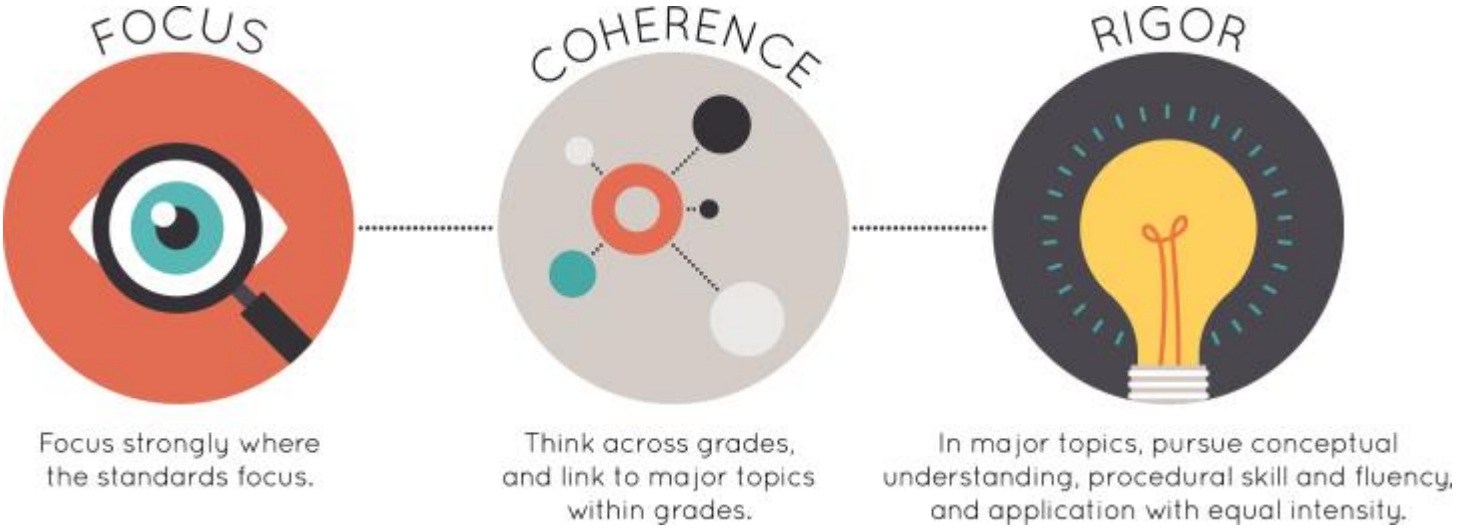
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			arguments and critique the reasoning of others..." which directly reflects MP3.	
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY				
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5c) Materials base content progressions on the progressions in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards.	**REQUIRED** **6a)** Materials attend to the full meaning of each practice standard. Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☐ Yes ☐ No	mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems.			
	6c) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials explicitly attend to the specialized language of mathematics.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Additional Criterion **7. INDICATORS OF QUALITY:** Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards. ☐ Yes ☐ No	**REQUIRED** **7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **7b)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence the	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.			
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7f) Materials support the uses of technology as called for in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 7. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Non-Negotiables	1. Focus on Major Work	**No**	The Correlation of CPM Core Connections Geometry to Louisiana Student Standards for Geometry indicates 50% of the time is spent on the major content of Geometry. If the optional lessons are taken out, 62% of the time is spent on the major content of Geometry. There is material on assessments that goes beyond the scope of the LSSM for Geometry.	
	2. Consistent, Coherent Content	**Yes**	Meaningful connections are made between supporting content and major work for Geometry. Materials make natural and important connections across domains as well as across clusters within domains	
	3. Rigor and Balance	**Yes**	All three aspects (Conceptual, Fluency, and Application) are present and meaningful to the coursework in Geometry. The components of rigor are also balanced throughout the materials.	
	4. Focus and Coherence via Practice Standards	**Yes**	The Mathematical Practice Standards are being utilized throughout the materials. The teacher guide explicitly gives which MP's are being used in each lesson.	
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

Strong mathematics instruction contains the following elements:



Title: **Core Connections Algebra 2**

Grade/Course: **Algebra 2**

Publisher: **CPM Educational Program**

Copyright: **2016**

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
2. Consistent, Coherent Content (Non-Negotiable)	1. Focus on Major Work (Non-Negotiable)
3. Rigor and Balance (Non-Negotiable)	
4. Focus Coh. via Practice Std (Non-Negotiable)	

To evaluate each set of submitted materials for alignment with the Standards, begin by reviewing the indicators listed in Column 2 for the non-negotiable criteria in Section I. If there is a "Yes" for all indicators in Column 2 for Section I, then the materials receive a "Yes" in Column 1. If there is a "No" for any indicator in Column 2 for Section I, then the materials receive a "No" in Column 1.

For Section II, begin by reviewing the required indicators in Column 2 for each criterion. If there is a "Yes" for all required indicators in Column 2, then the materials receive a "Yes" in Column 1. If there is a "No" for any required indicators in Column 2, then the materials receive a "No" in Column 1.

Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
SECTION I: NON-NEGOTIABLE CRITERIA: Submissions must meet all of the non-negotiable criteria in order for the review to continue.				
Non-Negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☐ Yes ☒ No	**REQUIRED** **1a)** Materials should devote the large majority of class time to the major work of each grade/course. Each grade/course must meet the criterion; do not average across two or more grades.	**No**	The majority of the content is not correlated to major work. Based on the Correlation of CPM Core Connections Algebra to Louisiana Student Standards for Algebra 2, there are 101 lessons for Chapters 1-12, including the two optional Lessons 5.2.5 and 12.2.3. 37 out of the 101 (37%) lessons are spent on priority content. Chapter 6 includes only one priority standard (A2: F-BF.A.1b) and Chapters 7 and 12 feature no major work of Algebra 2.	CPM's Core Connections series is one of the few curriculum programs found to be 100% aligned to the entire CCSS by EdReports.org in their independent reviews http://www.edreports.org/math/reports/compare.html?level=hs. Louisiana contacted CPM several times asking us to submit our CCSS-aligned Core Connections series for review. However, in the time between the first request and our submission, Louisiana adopted new standards for each grade level which differ from the Appendix A pathway of the CCSS standards. Additionally, the Louisiana standards have identified a different emphasis for the major work of the courses. Therefore, CPM's CCSS Geometry and Algebra 2 Appendix A aligned courses do not spend 65% of the course time on the Louisiana emphasis of the CCSS standards. Louisiana teachers wishing to use the curriculum will need to plan their lessons to spend their time on the appropriate focus standards.
	REQUIRED **1b)** In any one grade/course, instructional materials should spend minimal time on content outside of the appropriate grade/course. Previous grade/course content should be used only for scaffolding instruction. In assessment materials there are no chapter tests, unit tests, or other such assessment components that make students or teachers responsible for any topics before the grade/course in which they are introduced in the Standards.	**No**	Some time is spent on standards that are not part of the Louisiana State Standards for Mathematics (LSSM) for Algebra 2. There are 25 lessons (1.1.1, 2.1.1, 3.2.1-3.2.5, 4.1.4, 4.2.1-4.2.3, 6.1.1-6.1.5, 10.1.1-10.1.3, 10.2.2, 11.2.4, 12.2.2, 12.2.3) that contain correlations to standards that are not included in the coursework for Algebra 2. These are standards A.CED.2, A.CED.3, A.SSE.1b, A.APR.1, A.APR.7, F.IF.5, S.MD.6, S.MD.7, F.TF.6, and F.TF.9. For example, the lessons in Chapter 3, Section 2 explore rational functions, including graphing, simplifying, adding and subtracting. More specifically, Lesson 11.2.4 features standards S-MD.6+ and S-MD.7+. Also, Lessons 12.1.1, 12.1.2,	CPM's Core Connections series is one of the few curriculum programs found to be 100% aligned to the entire CCSS by EdReports.org in their independent reviews http://www.edreports.org/math/reports/compare.html?level=hs. Louisiana contacted CPM several times asking us to submit our CCSS-aligned Core Connections series for review. However, in the time between the first request and our submission, Louisiana adopted new standards for each grade level which differ from the Appendix A pathway of the CCSS standards. Additionally, the Louisiana standards have identified a different emphasis for the major work of the courses. Therefore, CPM's

[3] For more on the major work of the grade, see Focus by Grade Level.

[4] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			and 12.2.2 feature standards F–TF.6+ and F-TF.9+. These standards are outside of the Algebra 2 curriculum and are not marked as optional in the curriculum. Lesson 12.2.3 emphasizes standards F–TF.6+ and F-TF.9+, but is marked as optional. In assessment materials, there should not be any components that make students or teachers responsible for any topic outside of the course. However, there are several assessments that include standards outside of the Louisiana State Standards for Mathematics. For example, on the Chapter 3 individual test number 3 asks the students to simplify a rational expression, which is not in the scope of Algebra 2. That skill is represented by HSA.APR.7+. Another example can be found in the Chapter 12 individual test where number 8 asks the student to prove the addition problem is an identity. This skill reflects the HSF.TF.C.9+ and is not within the scope of LSSM for Algebra 2.	CCSS Geometry and Algebra 2 Appendix A aligned courses do not spend 65% of the course time on the Louisiana emphasis of the CCSS standards. Louisiana teachers wishing to use the curriculum will need to plan their lessons to spend their time on the appropriate focus standards.
Non-Negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**REQUIRED** **2a)** Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Meaningful connections are made between supporting content and major work throughout Algebra 2, where major work is present. For example, in Lesson 2.1.5 students must determine what kind of equation would best model the situation of a jumping jackrabbit (reflecting the supporting standard A2: N-Q.A.2) and then come up with a strategy to find a value a based on the scenario (reflecting major work standard A2: F-BF.A.1a). Lesson 11.2.1 leads the students to work in teams to use a graphing calculator or eTool to run simulations based on the number of students who do and do not support a dance (reflecting supporting standard A2: S-IC.A.1). Then students must predict the proportion of all the students at their high school that support the dance and give the margin of error (reflecting major work standard A2: S-IC.B.4). Another example occurs in Lesson 10.3.2, which is a lesson on "The number e." It is aligned with major content standard A2: A-SSE.A.2, which involves using the structure of expressions to identify ways to re-write it. The supporting content	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			standard, A2: F.IF.C.8b provides for students using properties of exponents to interpret exponential functions. The lesson presents a task where students re-write an expression representing compounding interest using various formulas and the Binomial Theorem. It needs to be noted that there are large gaps in the curriculum where major work is not covered in Algebra 2. For example, according to the Correlation of CPM Core Connections Algebra 2 to Louisiana Content Standards for Algebra 2, Lessons 3.2.1-3.2.5 do not cover any standard of the LSSM. Additionally, Lessons 5.1.1-5.2.2, 6.1.1-6.2.2 and all of Chapters 7 and 12 do not cover any major work standard required of the LSSM.	
	REQUIRED **2b)** Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade/course, in cases where these connections are natural and important.	**Yes**	Materials make natural and important connections between many of the mathematical topics covered in Algebra 2. These connections are meaningful and are made across domains as well as across clusters within domains. For example, in Lesson 4.1.1 important connections between clusters are made when students are asked to solve quadratic equations by inspection (A2: A-REI.B.4b), connecting the equations to a graph. The lesson then goes on to lead students to explain the steps in solving an equation (A2: A-REI.A.1). In Lesson 8.3.2 major content from the Seeing Structure in Equations cluster of the Algebra conceptual category is connected with content from the Arithmetic with Polynomials cluster. An example of important connections between domains is present in Lesson 8.1.1 in problem 8-3. The student must use a polynomial to sketch the shape of its graph (A2: A-APR.B.3) and then go on to label the x-intercepts and describe the graph before the first x-intercept, between x-intercepts, and after the last x-intercept (A2: F-IF.B.4). Lesson 10.3.2 connects the algebra and function conceptual categories as students explore the number e using standards A2: A-SSE.A.2, A2: F-IF.C.8b, and A2: F-LE.A.4.	
Non-Negotiable	**REQUIRED**	**Yes**	Important mathematical ideas are developed	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
3. RIGOR AND BALANCE: Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**3a) *Attention to Conceptual Understanding:*** Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in specific content standards or cluster headings by amply featuring high-quality conceptual problems and discussion questions.		conceptually, where appropriate. For example, Lesson 2.1.3 includes three standards that require the explicit component of conceptual understanding. Within that lesson, students must explore which parameter affects the orientation of a parabola (A2: F-BF.B.3). Also, Lesson 4.1.1 introduces the concept of solving "challenging equations" using strategies that they have previously developed. Instead of simply giving example problems and showing step-by-step solutions, the lesson presents various types of equations to solve (including radical and rational, as provided for in A2: A-REI.A.2) and encourages students to think through possible methods. This helps to foster a conceptual understanding, not just procedural skill. Another example can be found in Lesson 8.1.1 where all three LSSM standards represented are heavy in conceptual knowledge. Section 8-2 presents the student with a polynomial function investigation (A2: F-IF.B.4). It then leads the student through additional "Discussion Points" and "Further Guidance" sections to examine polynomial equations conceptually (A2: A-APR.B.3). Lastly, Lesson 9.1.2 has students investigate "randomness." This correlates with A2: S-IC.B.3 where students must recognize the purposes and differences in sample surveys, experiments, and observational studies and explain how randomization relates to each. The lesson provides for collaborative work among groups of students where they will understand the meaning of randomization and the importance of the selection of a random sample. The presentation is focused more on student discovery rather than teacher lecture, or direct instruction. This will provide for a greater level of student understanding.	
	REQUIRED **3b) *Attention to Procedural Skill and Fluency:*** The materials are designed so that students attain the fluencies and procedural skills required by the Standards. Materials give attention throughout the year	**Yes**	The materials provide sufficient opportunities for students to develop procedural skills required by the standards. Every lesson has a Review and Preview section that focuses on Procedural Skill. Lesson 4.1.1 is procedural in solving equations (A2: A-REI.A.2) in Section 4-4 and is found in the Review & Preview	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.		section of the lesson. In Lesson 4.1.2 (sections 4-15 through 4-20) procedural skill is required along with the conceptual understanding of solving equations (A2: A-REI.A.2) and finding x-coordinates where two functions intersect on the graph (A2: A-REI.D.11). Again, this extends to the Review & Preview section of Lesson 4.1.2 as well. In Chapter 5, every lesson includes a standard that requires procedural skill according to the LSSM. Each lesson includes procedural skills within the conceptual questions posed by the lesson and in the Review & Preview sections of the lessons. For example, Lesson 5.1.1, Section 5-3 leads the student through the conceptual understanding of how to "undo" a function, 5-4 has procedural steps the student must work through and 5-5 has the student practice the procedure of finding the inverse (A2: F-BF.B.4a). Another example is found in Lesson 11.1.3, which focuses on A2: S-IC.B.4, which has an explicit expectation of procedural skill and fluency. The students are required to calculate the sample of blue candies to create a sampling distribution with their peers. While there are procedural skills found in Algebra 2, there is not always enough individual practice to fully attain mastery of the procedural skill. For example, the major content standard A2: A-APR.B.2 requires students to "know and apply the Remainder Theorem." Lessons 8.3.1-8.3.3 is correlated to the major content standard, but nowhere in any of the three lessons is the term "Remainder Theorem" mentioned. Students have no problems that require them to divide a polynomial and make the connection between the dividend, the remainder, and the binomial factor. Another example is major content standard A2: F-IF.B.6. There are no lessons are listed as correlated to this standard, but there are 4 problems listed as correlated: 1-112, 3-36, 3-55, and 6-28. Upon further inspection, only 2 of these problems, 3-36 and 6-28, actually meet the rigor of the standard and require the student to "calculate and interpret	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			the average rate of change of a function over a specified interval."	
	REQUIRED **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with engaging applications, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials allow opportunities for students to engage in application. There are some examples of major content that specifically requires the application component of rigor, where instruction is consistently presented with real life contexts. One such example occurs with standard A2: S-IC.B.4 in Lessons 9.3.2 and 11.1.3. Students are presented with real data and use the data to estimate population means and develop margins of error. Another example occurs in Lesson 10.2.1 for A2: A-SSE.B.4. Students work to determine how to choose between different lottery payout options. There are also three other real-life application problems students solve using the formula for the sum of a finite geometric series. All the problems in this lesson are "non-routine" and engaging to students. Although there are some application problems throughout the lessons, the lessons that include standards where application is an explicit component of rigor, don't include "ample practice" within the lesson for individual engagement with application. For example, Lessons 6.2.3 and 6.2.4 include Standards A2: F-BF.A.1b and A2: S-ID.B.6a which require application as a component of rigor. Lesson 6.2.3 opens with an application problem (6-123) where the student must find the equation for an exponential function using data (A2: S-ID.B.6a). However, problems 6-124 - 6-126 do not meet the requirements of application as the problems can be solved without the real-world context. Additionally, the Chapter 6 assessment only includes one application problem found in number 6 where the student must create an exponential function that will model the growth of a company (A2: S-ID.B.6a).	
	REQUIRED **3d) *Balance:*** The three aspects of rigor are not always treated together and are not always treated separately.	**Yes**	The three components of rigor are not always treated together, and not always treated separately. There are examples of lessons that focus on single components of rigor, as well as lessons that satisfy all three components. For example, Lesson 3.1.1 is	

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			aligned to A2: A-SSE.A.2, which is a standard requiring conceptual understanding. The lesson begins with students first working with tile patterns to develop the concept of equivalent expressions. There are no application or procedural problems in this lesson. A2: S-IC.B.5 has all three components of rigor and is addressed in Chapter 11, section 2. Students must use data from randomized experiments, compare two treatments, use simulations and make decisions regarding significant differences. Students are presented with data from meaningful, real-life situations that allow for instruction through application. They use a math-learning log to track and develop their conceptual understanding. The Math Notes section outlines processes that require procedural skill.	
Non-Negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. ☒ Yes ☐ No	**REQUIRED** **4a)** Materials address the practice standards in such a way as to enrich the content standards of the grade/course; practices strengthen the focus on the content standards instead of detracting from them, in both teacher and student materials.	**Yes**	All lessons have Mathematical Practices listed in the Teacher Notes for the lessons. Throughout the materials, the Mathematical Practices are in many of the exploration lessons at the beginning of most lessons. In a number of the lessons, multiple Mathematical Practices are fully attended to by the student work. They have to justify their reasoning, construct viable arguments, persevere in their work, and more. MP.1 is evident in the presentation of the realistic problems present in each lesson. This deviates from the traditional model of "word problems at the end of the lesson." Instead, most content is introduced with application problems. Students will develop the ability to make sense of problems and persevere in solving them. For example, Lesson 2.1.2 and 2.1.3 center around the exploration of parabolas in the Algebra and Functions conceptual categories. Students are presented with content in rich, real-world problem-solving situations. Additionally, MP.3 is evident in the process whereby students work throughout the course in teams - contributing, listening, critiquing each other, etc. For example, in Lesson 8.3.1, students work in teams to investigate a polynomial division, using "polydoku" (like Sudoku puzzles) working in the Arithmetic with Polynomials domain.	

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			This activity will require students to make claims and critique the claims of others. Throughout each chapter, students are given guiding questions to facilitate the implementation of the mathematical practice standards in a way that will enhance the learning of the content standards. For example, Chapter 2 states that "mathematically proficient students model with mathematics (MP.4)." Chapter 2 features the guiding question "how can I model this everyday situation with mathematics?" This is in addition, Chapter 8 states "mathematically proficient students reason abstractly and quantitatively (MP.2)." Chapter 8 features the guiding question "How can the degree of a polynomial help me determine the nature of its graph or a possible equation?" In the "Evidence of Mathematical Proficiency" section of Chapters 2, 6, and 10, the student is asked to make specific connections between the Mathematical Practices and the content from the chapter.	
SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY				
Additional Criterion **5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT:** Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**REQUIRED** **5a)** Materials provide all students extensive work with course-level problems. Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current year.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **5b)** Materials relate course-level concepts explicitly to prior knowledge from earlier grades and courses. The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5c) Materials base content progressions on the progressions in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

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	5d) Materials include learning objectives that are visibly shaped by CCSSM cluster headings and/or standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	5e) Materials preserve the focus, coherence, and rigor of the Standards even when targeting specific objectives.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Additional Criterion **6. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL PRACTICE:** Aligned materials make meaningful and purposeful connections that enhance the focus and coherence of the Standards rather than detract from the focus and include additional content/skills to teach which are not included in the Standards. ☐ Yes ☐ No	**REQUIRED** **6a)** Materials attend to the full meaning of each practice standard. Over the course of any given year of instruction, each mathematical practice standard is meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice standard. Alignments to practice standards are accurate.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED **6b)** Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the Standards that explicitly set expectations for multi-step problems.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6c) There are teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6d) Materials explicitly attend to the specialized language of mathematics.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
Additional Criterion **7. INDICATORS OF QUALITY:** Quality materials should exhibit the indicators outlined here in order to give teachers and students the tools they need to meet the expectations of the Standards.	**REQUIRED** **7a)** There is variety in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	

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☐ Yes ☐ No	**7b)** There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.			
	7c) Support for English Language Learners and other special populations is thoughtful and helps those students meet the same standards as all other students. The language in which problems are posed is carefully considered.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7d) The underlying design of the materials distinguishes between problems and exercises. In essence the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7e) Lessons are appropriately structured and scaffolded to support student mastery.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7f) Materials support the uses of technology as called for in the Standards.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" in Column 1 for Criteria 1 – 7. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one "No" in Column 1 for the remaining criteria. ***Tier 3 ratings*** receive a "No" in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I and II to make a final decision for the material under review.				
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**	
I: Non-Negotiables	1. Focus on Major Work	**No**	The Correlation of CPM Core Connections Algebra 2 to Louisiana Student Standards for Algebra 2 indicates 37% of the time is spent on the major content of Algebra 2. There is material on	

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			assessments that goes beyond the scope of the LSSM for Algebra 2.	
	2. Consistent, Coherent Content	**Yes**	Meaningful connections are made between supporting content and major work for Algebra 2. Materials make natural and important connections across domains as well as across clusters within domains.	
	3. Rigor and Balance	**Yes**	All three aspects (Conceptual, Fluency, and Application) are present and meaningful to the coursework in Algebra 2. The components of rigor are also balanced throughout the materials.	
	4. Focus and Coherence via Practice Standards	**Yes**	The Mathematical Practice Standards are being utilized throughout the materials. The teacher guide explicitly gives which MP's are being used in each lesson.	
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	6. Alignment Criteria for Standards for Mathematical Practice	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Indicators of Quality	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

Appendix II.

Public Comments

There were no public comments submitted.